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ABSTRACT

This paper contains guidelines for administrators and faculty who will evaluate requests to provide recommended and appropriate accommodations to college students who are deaf or hard of hearing. It is also intended for advisers and parents who help such students prepare for college and for students who are seeking information about postsecondary education and accommodations. In planning for the provision of support services, college staff must focus on the individual whose communication style or language will have been determined by many variables. The paper introduces preferred terminology for describing people who are deaf or hard of hearing and discussed communication systems available for these students. The paper reviews campus programs overall and some specific federally funded programs for the deaf and hard of hearing. The institution's responsibility to provide services and the student's responsibility to request services are outlines. The types of support services commonly available are described, including those available for students who are deaf and blind. Suggestions are provided for students for applying to college and financing postsecondary education. Some specific advice is given for instructors, administrators, and staff. A list of 38 resource materials and organizations is attached. (SLD)

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Students Who Are Deaf or Hard of Hearing in Postsecondary Education

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Students Who Are Deaf or Hard of Hearing in Postsecondary Education

Students who are deaf or hard of hearing have a variety of opportunities to further their education and training after high school. Like their hearing peers, they must decide which college, university, or vocational training program will best prepare them for rewarding and productive adult lives. To make informed choices, they must consider their communication and language needs and style, as well as services they will need to maximize their benefit from further education and training. Key factors likely to influence the type of program and the particular support services they seek may include services provided during elementary and secondary education and family orientation with respect to language and deaf culture. Given continuing innovations in technology, the proliferation of personal computers, and increasing recognition of American Sign Language (ASL) in educational, work, and social settings, students who are deaf or hard of hearing now have more postsecondary options than ever before.

In addition to relying on assistance and information provided by parents, professional advisors, teachers, and peers when considering the vast number of postsecondary education and training options, students who are deaf or hard of hearing also must become skillful self-advocates. They must clearly understand their roles and responsibilities with regard to the process of identifying themselves as individuals with disabilities and requesting support services. They also must understand the responsibility of their chosen college, university, or postsecondary program to provide support services.

This paper has been prepared for administrators of postsecondary institutions, faculty, and Disability Support Service (DSS) providers who will evaluate requests to provide recommended and appropriate accommodations to students who are deaf or hard of hearing. It also is intended for advisors, parents, and counselors who assist such students in selecting postsecondary education program options and in coping with transitions to new environments. This paper also will benefit students who are deaf or hard of hearing and who are seeking information about postsecondary education and accommodations. (Contact and ordering information for organizations, services, and publications referenced within the paper appear in the **Resources** section at the end of the paper.)

DEFINITIONS, LANGUAGE, AND COMMUNICATION SYSTEMS

As increasing numbers of people who are deaf or hard of hearing seek mainstream education and employment, the terminology used in discussing disability issues is evolving. Regardless of the primary language or mode of communication used, persons who are deaf or hard of hearing have specific beliefs about the terms they use to describe themselves. Thus, the following definitions emphasize how a person communicates, while respecting the various reasons for selecting certain languages or modes. In planning for the provision of support services, staff must **focus on the individual,** whose communication style or language will have been determined by such variables as age at onset of hearing loss, configuration of hearing, age when training began, type of training provided, and language and cultural background of the individual's family.

People-First Language

Today, descriptive terminology about persons with any type of disability places the person before the description of the impairment. This is known as "people-first language." Thus, "students who are hard of hearing," "people with hearing loss," or "individuals with partial hearing" are preferred terms. Some continue to use the terms "hard-of-hearing people" or "deaf students"; but increasingly, it is considered disrespectful to refer to "the hard of hearing" or "the deaf."

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Individuals Who Are Hard of Hearing

A person who is **hard of hearing** perceives some sound and has sufficient hearing to use auditory-based methods of communication, sometimes with visual supplements. Some people who are severely hard of hearing use oral-aural communication, which combines speech, speechreading, use of personal hearing aids (including the newer cochlear implant technology), and other augmentative devices. Others with mild or moderate hearing loss use minimal amplification, such as amplified telephones. Many others have losses so mild that they do not seek accommodations. Some losses are present at birth, and some people lose hearing as a result of a disease or an accident either before or after they learned language.

Individuals who are hard of hearing may not initially–or ever–disclose their disability to friends, classmates, professors, or a DSS office. Some may feel isolated because they do not have hearing loss sufficient to warrant learning to sign, yet they may not hear well enough to function without effort in hearing groups. In group situations, these students speak clearly but may miss some informal social conversation or discussion in classrooms. Some people who are hard of hearing may develop a sense of identification by participating in peer support groups such as local chapters of the national group **Self Help for Hard of Hearing People (SHHH).**

Individuals Who Are Late-Deafened

Students who are **late-deafened** were not born deaf but became deaf after developing language skills. They cannot understand speech without visual cues and thus are unable to rely on their hearing as a means of receptive communication. Instead, they must depend on some visual mode of receptive communication, such as cued speech, speechreading, sign language, or text reading.

Students may have become late-deafened as the result of heredity, an accident, illness, drug use, surgery, or unknown causes. Their hearing loss may have occurred suddenly, or it may have deteriorated progressively over a period of years. Regardless of the cause or rapidity of the hearing loss, all adults who are late-deafened share the cultural experience of having been raised in the hearing community and of having "become" deaf rather than of having been "born" deaf.

Hearing Impaired

The term **hearing impaired** refers to anyone experiencing some level of physical impairment that results in receiving less sound; hearing impairment ranges from very slight loss to profound deafness. In many contexts, it is used to refer to any amount of hearing loss. Reports documenting partial or no hearing may include such terms as "pre-lingual deafness" (incurred before spoken language developed), "post-lingual deafness" (incurred after early exposure to, and use of, spoken language), and "prevocational deafness" (severe or profound degree of loss before the age of 19 years). "Age of onset" refers to the actual age, and thus the developmental stage, when language had to be adapted and communication modes chosen.

Communication Systems

There are numerous communication systems available to students who are deaf, depending on the degree of their deafness or hearing loss. While some individuals who are deaf hear no sound at all, many others have some hearing but cannot discriminate sounds for intelligibility or appropriately identify the location of the origin of the sound. Individuals who are deaf and who have some residual hearing may benefit from both visual and auditory communication modes. The following communication systems may be used exclusive of one another, or several systems may be used together:

- Oral-aural communication combines speech, speechreading (lipreading), and listening.
- Cued Speech combines lipreading and listening with a system of eight handshapes used in four locations near the face to distinguish among spoken/lipread sounds and syllables to eliminate confusion in seeing and hearing speech.
- Fingerspelling uses 26 handshapes, one for each letter of the alphabet.
- American Sign Language (ASL) is a visual/spatial language with grammar and syntax that are distinct from English.
- Manually Coded English (MCE) systems use signs adapted from American Sign Language combined with fingerspelled letters. The system maintains English word order and is frequently used in combination with speech and lipreading.
- Total Communication is an approach in which the individual utilizes every communication mode available to them.

Cued Speech

Cued Speech uses manipulations of eight handshapes, four facial hand placements, and non-manual signals to produce a visual transliteration of speech sounds. Training programs and certification standards ensure

that well-qualified transliterators are available to those who use this mode of communication. Contact the **National Cued Speech Association (NCSA)** for additional information about Cued Speech and certification standards.

Cochlear Implants

An increasing number of people who are deaf are undergoing cochlear implantation. The cochlear implant is a device that electrically stimulates nerves within the inner ear in order to produce hearing sensations. Cochlear implants appear primarily to benefit people with severe to profound nerve (sensorineural) deafness who are not helped significantly by standard hearing aids. The electrical signals sent to the cochlear implant are transmitted to the brain and lead to perception of a distinctive sound. The implant does not restore normal hearing. Implant recipients may require a combination of sound (from the implant) and visual cues, such as lipreading, gestures, or sign language, in order to fully comprehend what is being said. Contact the **Cochlear Implant Association, Incorporated (CIAI)** for more information about cochlear implant technology and the special classroom needs of implant recipients.

American Sign Language (ASL) and Deaf Culture

Individuals who are deaf or who have parents or other family members who are deaf are proud of their heritage and cherish their identities as members of this rich cultural language group. These individuals may have attended residential schools for the deaf during their school years. It is at such schools that most students with deafness develop or reaffirm their identities as individuals who have their own language (ASL) and culture.

It should be noted that the cultural experiences of children who are deaf may be very different, depending on the approach taken by the child's family. These cultural differences may be sustained through an individual's life and may influence her choice of postsecondary education and the types of support and services needed to be successful.

Often, children raised in Deaf Culture (the capital letters signify a unique culture with its own values, language, and traditions) have parents or other relatives who are deaf. In American Deaf Culture, members communicate in ASL, and almost all language experiences are centered around deafness, which is viewed as a shared experience and a common bond.

Other individuals who are deaf are raised in hearing or deaf families where the primary method of communication is signed and/or spoken English. In such families, the child may have little or no exposure to other individuals who are deaf. This background in English will affect many other aspects of the child's life. Understanding these cultural differences when helping students consider their postsecondary options can ensure successful academic and social experiences.

Not everyone who is deaf is a member of the Deaf community. The Deaf community considers itself a separate cultural group in which people share common experiences, practices, values, and language (ASL). Unlike other cultural groups, no single trait identifies a person as a member. *American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation* describes the four main routes to membership within the Deaf community: audiological, political, linguistic, and social. Regardless of which route a person takes, his attitude must be compatible with that of the community if he is to be accepted as a member.

OPTIONS IN ACADEMIC POSTSECONDARY SETTINGS

When planning to attend postsecondary education institutions, all students must choose between smaller institutions, which typically offer a higher ratio of faculty to students (and thus a higher level of personal attention), and larger colleges or universities with their greater populations of students with similar characteristics and interests. Students who are deaf or hard of hearing have several options to consider as they look toward continuing their education:

- Any of hundreds of college and university campuses, as all are required to offer support services (such as modifications, accommodations, or auxiliary aids) that will enable students with disabilities to participate in, and benefit from, all postsecondary educational programs and activities;
- A specially funded program at a college or university which attracts a sizable community of students who are deaf or hard of hearing; or
- One of two institutions chartered by Congress and funded through annual appropriations. Students who are deaf constitute the majority of the student body, and communication within these institutions is primarily visual.

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College and University Campuses

Students who are deaf or hard of hearing frequently choose and successfully complete higher education at colleges or universities that offer basic accommodations to students with disabilities (as required by federal law) but that do not have specific programs that serve students who are deaf. During their college search, these students concentrate on the educational program, the courses offered, and how the campus can help them attain their career goals. By visiting campuses and interviewing faculty, DSS administrators, and students who are deaf or hard of hearing, prospective students can judge how responsive an institution is in meeting individual needs and requests for support services. (DSS offices often maintain a list of students with disabilities who have volunteered to speak with prospective students.) Prospective students can refer to the **Alexander Graham Bell Association's (AG Bell's)** publication *The Possible Dream*, in which 50 graduates who are pre-lingually and profoundly deaf reflect on their experiences on such campuses.

To inform and encourage the many students with mild or moderate losses, AG Bell has published *How the Student with Hearing Loss Can Succeed in College*. It contains practical information for consumers, parents, and campus service providers. Chapters cover both philosophical perspectives and practical tips for seeking evaluation and appropriately fitted personal systems. Another good reference is the *Guide for Students with Hearing Loss* from Self Help for the Hard of Hearing (SHHH).

Specially Funded Programs on College or University Campuses

There are a number of institutions where students who are deaf or hard of hearing can combine a more structured program with mainstream campus-based living and learning. Information about such programs can be found in the most recent edition of *College and Career Programs for Deaf Students*. The publication lists colleges and universities where available auxiliary aids and services include tutors, notetakers, oral interpreters, sign language interpreters, counselors, aural rehabilitation, and sign classes. Many of the institutions listed feature faculty members with experience in sign language and offer extensive technological support systems. Out-of-state residents may apply to the programs listed in the publication, and, in most cases, supervised dormitories or other housing arrangements are available.

Federally Funded Institutions

There are two federally funded national higher education institutions in the United States for students who are deaf. At **Gallaudet University** in Washington, DC, most students are deaf, and all classes are taught in sign communication. Gallaudet offers more than 40 undergraduate majors as well as master's and doctoral degrees. Full support services are available on campus. The university also is part of a 12-member consortium of area colleges and universities, so students can register for courses, use libraries, and benefit from the facilities at member institutions. Gallaudet arranges interpreting services for its students who cross-register.

One of the seven colleges of Rochester Institute of Technology (RIT) in Rochester, New York, the **National Technical Institute for the Deaf (NTID)** represents the first concerted effort to educate large numbers of students who are deaf within a university planned principally for students who are not deaf. In addition to the academic programs (diplomas and associate degrees) based within NTID, students benefit from nearly 200 technical and professional courses of study offered through RIT's colleges of Applied Science and Technology, Business, Engineering, Imaging Arts and Sciences, Liberal Arts, and Science. Credits earned through NTID can be transferred to bachelor's degree programs in RIT's other six colleges. Qualified students who are deaf or hard of hearing who are registered in baccalaureate programs at RIT may request access services, such as interpreters, notetakers, and tutors. NTID faculty and staff members are skilled in various communication techniques and strategies as well as in ASL and Deaf Culture. Approximately 40 percent of RIT's students who are deaf or hard of hearing are registered in baccalaureate-level programs, while the remaining 60 percent are in associate of arts/sciences, certificate, and diploma programs at NTID.

POSTSECONDARY EDUCATION PROGRAMS NETWORK (PEPNET)

The Postsecondary Education Programs Network (PEPNet) is a national collaboration of four regional Technical Assistance Centers (TACs) that provide technical assistance services to postsecondary education institutions to make their programs accessible to students who are deaf or hard of hearing. The centers offer written materials and consultations designed to help such institutions initiate or enhance the accessibility of their programs to students who are deaf or hard of hearing. The four centers are:

the **Midwest Center for Postsecondary Outreach (MCPO)** at St. Paul Technical College (MN), the **Northeast Technical Assistance Center (NETAC)** at the National Technical Institute for the Deaf (NY), the **Postsecondary Education Consortium (PEC)** at the University of Tennessee at Knoxville, and the **Western Regional Outreach Center & Consortia (WROCC)** at California State University at Northridge. PEPNet centers work with two- and four-year colleges, vocational training and rehabilitation programs, adult education programs, private and public community service agencies, individuals who are deaf or hard of hearing, consumer and professional organizations, state and national organizations, and information clearinghouses.

RESPONSIBILITY TO PROVIDE AND REQUEST SERVICES

Services for postsecondary students with disabilities are made available to students through a process different from that used in early schooling. During elementary and secondary education, it is the school's responsibility to provide "free appropriate public education" (FAPE) in the least restrictive environment for each child whose evaluation reflects a need for special education and related services, regardless of the child's disability. This responsibility is established in the Individuals with Disabilities Education Act (IDEA).

At the postsecondary level, the responsibility to request support services lies with the student. When the student identifies herself as being a person with a disability and then presents documentation of the disability, her needs, and ideally, the recommended accommodation(s), it then is the university's responsibility to provide those accommodations that will give the student access to the program. This procedure is based on Section 504 of the Rehabilitation Act of 1973, as amended, along with the implementing regulations of 1977, which prohibit discrimination solely on the basis of disability. The regulations apply to postsecondary education, training, and employment programs that receive federal funds. Virtually all 5,000 American colleges and universities receive federal funds in the form of student aid, research grants, and for other purposes; thus, they must not discriminate against students with hearing or other impairments. The Americans with Disabilities Act (ADA), which became law in 1990, applies to all postsecondary institutions–not just those that receive federal funding. With regard to accommodating students with disabilities, the ADA references the regulations under Section 504. Thus, generally, colleges and universities have the same responsibilities under the ADA and Section 504. However, the ADA extends institutions' obligations to provide access to non-education-related activities, such as public functions held on campus. (An example is providing an interpreter for students with hearing disabilities who attend a play at a campus theater.)

TYPES OF SUPPORT SERVICES

For the purposes of this discussion, support services in postsecondary settings for students who are deaf are described separately from those for students who are hard of hearing, even though students do not divide neatly into these two groups. Some methods and assistive devices are visually based, some are auditorially based, and some engage the use of both sight and hearing. The determination of whether a student would be best served by either type or by a combination of support services is an individual issue.

Services for Students Who Are Deaf

The academic accommodation most typically requested by students who are deaf is an interpreter. Others frequently request the aid of notetakers and tutors. Accessibility in the living environment and academic offices can be improved by making available telephones equipped with Text Typewriters (TTYs); visual signals for emergency evacuation alarms, doorbells, and phones; personal computers; message-relay systems; and television sets with closed-captioning.

Interpreter Services

An interpreter facilitates communication between individuals or between an individual who is deaf and a group. The interpreter conveys the dialogue and is not a contributor to it. A student requests that the DSS coordinator arrange for interpreters using his preferred mode of communication. Although it is not always possible, it is preferable to try to match the interpreter's familiarity with or knowledge of content and skill level with the student's specific language and communication requirements.

In many parts of the country, the supply of qualified oral and sign interpreters is low; the cost per hour is both significant and widely variable. The **Registry of Interpreters for the Deaf, Inc. (RID)** maintains a list of interpreters–many of whom are certified–in each state. Other sources of interpreters include state agencies and organizations serving people who are deaf, specialized secondary schools, commissions, churches, state or local associations, interpreter training programs, and other students who are deaf. The

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RID also maintains a list of colleges and universities that offer interpreter training programs. Where no oral interpreters are available, some postsecondary programs have provided for short-term training of college students (Peer Oral Interpreting Training) to meet the needs of students who do not use sign language and rely primarily on speechreading. Contact the Oral Interpreting Committee of the Alexander Graham Bell Association for the Deaf for more information.

Notetakers and Tutors

Good classroom notes are vital for students who are deaf. With the assistance of a notetaker, students can focus their attention on the instructor and/or interpreter and, like other students, review the content of the class at a later time. Notetaking can be arranged in several ways. Some students use trained notetakers selected from a list in the postsecondary institution's DSS office. Other students ask to share the notes of a hearing classmate, either by photocopying them on a machine made available by the DSS office or by having the DSS office provide special no-carbon-required duplicating pads to the notetaker. Making duplicate copies of notes allows one notetaker to serve more than one student in a given course.

DSS office staff can assist the student in obtaining tutoring services. Sometimes professors will recommend outstanding students in their classes who are willing to serve as tutors. Tutors are compensated in different ways, by the hour or by payment for the tutor's course. Some students may ask a classmate who knows the subject well to tutor them. Others may need remedial English, non-credit courses or instruction through the academic learning center on campus, since the range of reading and writing skills varies greatly among students with hearing impairments (as it does among all students).

Captioning Services

A number of individuals who are deaf and, in some special instances, individuals who are deaf-blind, utilize real-time or pre-recorded captions. These are used actively within the classroom and for large-group presentations. Real-time captioning is derived by means of computer-aided transcription equipment. The speaker's words are immediately projected in text either on a single computer screen (for one or two students) or on a projection screen (for large audiences).

The National Technical Institute for the Deaf (NTID) recently developed C-Print technology for displaying real-time captioning. The system allows a captionist to provide a real-time transcription of what is happening in the class and also provides detailed notes that the student can review and use for later study. Demand for this technology has increased because it requires only a regular keyboard and is much more cost-efficient than stenographic services.

Services for Students Who Are Hard of Hearing

While many students who have hearing loss attend postsecondary education institutions, they often either do not use personal hearing aids or have not had their aids adjusted for full participation in classroom and social settings. As indicated earlier, most of these students are not aware of assistive listening device (ALD) technology designed for use in group settings. Thus, they may not realize that their academic performance and enjoyment of campus life could be vastly improved. Indeed, if they do not have a personal hearing aid and if they do have speech, they may not even consider themselves hard of hearing.

The DSS office can provide information and guidance that is essential if students who are hard of hearing are to develop greater self-advocacy skills. In order to facilitate the development of these valuable skills, DSS materials should list clearly the availability of services. However, students need to request such services themselves. In addition, if DSS is both to educate students about self-advocacy and provide leadership in developing a positive environment for communication, staff should focus on three areas: enlisting the services of communication disorder specialists to perform periodic professional reevaluations of students' hearing functions; recommending Assistive Listening Devices for group situations; and assessing environmental conditions in classrooms and campus theaters.

Communication Disorder Specialists

Access to communication disorder specialists is crucial if a student decides to reexamine her decision not to use a personal hearing aid, and even if a student comes to campus with an aid and wants a yearly hearing evaluation. Yearly evaluations should be standard practice because an individual's hearing can fluctuate or change. DSS staff may be aware of communication disorder specialists to whom they can make referrals. Such professionals may be available through a speech/hearing clinic (on or off campus) or in private practice in the community. It is especially important for students to have access to a professional who understands the implications of hearing loss in various campus environments and who can provide appropriate technical assistance. Information about education audiologists can be obtained from the **American Speech-Language-Hearing Association (ASHA).**

Assistive Listening Devices (ALDs)

ALDs are systems for use in the classroom or lecture hall that, combined with the student's personal hearing aid, augment and clarify sound in a group setting. Examples are personal and group FM systems (using radio waves), loop systems (using magnetic waves), infrared systems (using light waves), and hardwire systems (directly connecting the speaker and listener). The key to the success of ALDs is the direct input of sound from the instructor's microphone to the student's hearing aid(s) or receiver that filters out background noise. For discussion purposes, either a central location for the microphone or multiple microphones should be arranged. DSS offices commonly purchase one or more personal FM systems that students may borrow. An education audiologist can specify how to make the system compatible with each student's personal hearing aid.

Orientation for faculty and staff is crucial in helping them understand how ALDs can enhance their students' learning. Lists of demonstration centers for such systems at sites throughout the country are available from Self Help for Hard of Hearing People (SHHH), the American Speech-Language-Hearing Association (ASHA), and the **National Deaf Education Network and Clearinghouse** (formerly the National Information Center on Deafness). The **League for the Hard of Hearing** is a source of technical assistance regarding the use of personal and group ALD systems.

Environmental Conditions

Personal hearing aids receive extraneous sounds without abatement, but it is possible to reduce such distractions in classrooms, lecture halls, and auditoriums. Acoustical ceiling tile, curtains, carpeting, quiet air conditioning units, and lighting that illuminates the speaker's face or the interpreter (especially if uncaptioned videos, slides, or films are in use) are features that help clarify communication for students who are hard of hearing and enhance the overall quality of classroom interaction.

Services for Students Who Are Deaf-Blind

Deaf-blindness is defined as a condition of combined hearing and visual impairment that results in extreme difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining an education or vocation. Because students who are deaf-blind frequently have varying degrees of functional hearing and vision, a wide range of support services may be accessed. Depending on the degree of vision and hearing loss, not all services may be needed. However, several examples of services that may possibly be necessary are described below.

Interpreter Services

Considerations for students who are deaf-blind and who request interpreter services include the type of interpreter needed (oral, ASL, signed English, fingerspelling only, or other) and special modifications needed to receive the information from an interpreter. These may include the use of tracking (sign language in a restricted sign space), tactile communication (signs or fingerspelling hand-over-hand), and increased or decreased distance from the interpreter. It also will be important to consider lighting on the interpreter and in the classroom in general, since dimming the lights to show videotapes and slides may adversely affect the student's ability to see the interpreter and comprehend the lecture or class discussion. Dim lighting also may limit a student's ability to take notes or to see class materials.

Notetakers

Students who are deaf-blind may obtain a secondary source of information during a class lecture through any of several methods, to include using a notetaker, taping the lecture, or obtaining a paper copy of the instructor's lecture. Students also may choose to use either a Braille and Speak for spoken personal Braille notes, a Slate & Stylus for written personal Braille notes, or a personal computer for notes on disk with print or Braille access. For written notes taken by a notetaker, the student may have additional needs, including use of a heavy dark pen or marker (for increased contrast with the paper), use of yellow or cream-colored paper (to decrease glare), and written or typed notes in a larger font size (to decrease vision strain).

Tutors

As with students who are deaf, students who are deaf-blind may need an interpreter when accessing tutorial services. It is important that the tutor know the subject matter. An interpreter can be used to alter the format (visually or tactually) for the student.

Readers

If the student with deaf-blindness has usable hearing and limited vision, readers may be needed to read textbooks and course material. The student will need to select the reader based upon his ability to hear and understand the reader's voice. Possible barriers may be a reader's accent or regional dialect, a soft voice, and/or a voice that does not project or enunciate clearly. The reader may be asked to use an ALD when working with the student.

Volunteers

For students with significant hearing and vision losses, access to activities on and off campus can be facilitated by the use of volunteers. Academic volunteer services may include going to the cafeteria during class hours or guiding a person on a class field trip. Non-academic volunteer services may include shopping, reading mail, and escorting students (particularly students with night blindness) at night.

Large-Print Materials

Students who are deaf and who have low vision may need large-print textbooks and course materials. Students, their instructors, and DSS staff must plan ahead to ensure sufficient time to access or convert these materials. Cost-effective options for obtaining large-print versions of course materials include using the school's own print shop or a local copy center. **The Library Reproduction Service (LRS)** prepares bound large-print reproductions of all educational materials.

Closed-Circuit Television (CCTV)

If students need text in print larger than that which is available and there is limited time to make the necessary enlargements, then providing access to a closed-circuit television (CCTV) device may be an efficient choice. The CCTV will enlarge the print size and change the polarity to decrease vision strain and problems with glare by displaying white text on a dark screen. Students will need to verify that these devices are available on campus or in the community and that the hours they are available are sufficient to coordinate with their schedule.

Braille Materials

Students and DSS staff should consult with textbook publishers regarding Braille materials. Instructor materials such as syllabuses, worksheets, handouts, and copies of student group projects are examples of other materials that will need to be converted. Students and DSS staff should determine whether there is a source for computer conversion on campus or in the local community and the amount of time required for Braille conversion and transcription. If the student who is deaf-blind is to keep pace with the rest of the class, she will need the materials in an accessible format at the same time the other students in the class receive their materials.

For the student who reads Braille, access to a computer with refreshable readout and a Braille printer may be beneficial. In this situation, textbooks and course materials on computer disk can be accessed at the student's convenience. Such technological accommodations also may help students complete assignments. The student can work on assignments on the computer, make edits using the refreshable Braille equipment, and print the text so the instructor can read and grade the work.

Taped Textbooks

Students who can benefit from audiocassette recordings of course materials and textbooks should notify the DSS office at the campus of enrollment. Section 504 of the Rehabilitation Act and the ADA require postsecondary institutions to assure that such materials are available to students in alternate media as necessary. The institution may record materials directly or may assist the student in accessing the alternate format from other sources, such as **Recording for the Blind and Dyslexic (RFB&D).** For other materials, the student must identify a volunteer, support service staff member, or community agency that can convert materials onto audiocassette.

Alternate Test-Taking Methods

The optimal test-taking method for the student who is deaf-blind depends upon how that student best receives information. Some examples of test-taking modifications include taking the test orally, having the material interpreted into ASL (either visually or tactually), listening to the test on audiocassette, having extended test-taking time, or taking the test in a location with better lighting. Other modifications may be necessary for the student to record test answers; these may include use of a notetaker, computer-typed answers, Braille-typed answers later transcribed into print, or the use of low-vision aids such as writing guides and templates.

Orientation and Mobility Services

Students who are deaf and who have low vision, night blindness, or who are completely blind will need assistance from an Orientation and Mobility (O&M) specialist to be comfortable traveling on campus either independently or with supports. A certified O&M specialist should provide the initial orientation. Orientation and mobility services usually are available either through the state's Services for the Blind Office (sometimes referred to as the State Agency for the Visually Impaired, these offices typically are administered through the State Office for Vocational Rehabilitation) or through a contracted or freelance O&M specialist. If the student is attending school in a state or region different from where he or she lives, it will be important to identify which agency can provide this service. Depending on the size of the campus, the student may require ongoing assistance in order to travel less familiar routes.

Transportation Services

Students who are deaf-blind will need to determine how to travel between classes. This decision will be based primarily upon the layout of the campus. Buildings may be within a city block or, as on most urban college campuses, they may be scattered across the city. Travel options include walking (either alone or with a guide), use of a personal car (possibly with a paid driver), or use of public transportation (provided by the campus or the community). If the student chooses to use public transportation, he should find out the hours of operation, including whether the service operates during off-peak hours or holidays. Regardless of the transportation methods used, it will be necessary to evaluate the levels of light at different times of the day both between and within buildings.

Counseling and Support Services

Students with hearing and vision loss may require a greater number of accommodations than other students. Access to DSS staff, who are knowledgeable about the range of services available on campus, will decrease the student's anxiety and minimize time spent arranging services. It often is helpful for students who are deaf-blind to participate in a support group or to be able to talk with peers who have both hearing and vision needs. This type of support enables students to discuss shared learning experiences and successes.

Students who are deaf-blind who are considering postsecondary education should obtain a copy of *A Guide for Students Who Are Deaf-Blind Considering College*. The guide helps students determine their personal learning style, identify and evaluate college programs, select a college that best matches their interests and accommodation needs, and ensure that support services are provided.

APPLYING TO COLLEGE

The freshman year of high school is not too soon for students who are deaf or hard of hearing to begin planning for college. In fact, IDEA requires that transition planning begin at age 14. Students should consider what kind of postsecondary program they want to pursue, including colleges or universities, community colleges, and vocational and technical schools. Students also will need to consider whether they want to attend school close to home, in the same state, or out of state. Other factors, such as ratio of faculty members to students, adequacy of support services, and available courses of study in the student's area of interest, should be taken into account.

Students should write to colleges during either their freshman or sophomore year in high school to request information about the programs and services each has to offer. If possible, students should visit the campuses and talk with faculty and students, as well as DSS staff. If a campus visit is not possible, students should be encouraged to have a telephone conversation with DSS staff. **HEATH Resource Center's** *How to Choose a College: A Guide for the Student with a Disability* suggests questions students may want to ask. Students should apply for admission to the colleges of their choice in the fall of their senior year in high school. The application process varies from one program to another, but students typically are required to submit a completed application, high school transcript, standardized test scores, and letters of recommendation. Students should allow several months for the application review process and to be notified of the schools' decisions.

FINANCING POSTSECONDARY EDUCATION

While students are waiting to learn which postsecondary institutions have accepted them for admission, they should complete the Free Application for Federal Student Aid (FAFSA). These forms become available each year in late fall and can be picked up at any college financial aid office or high school guidance office. The FAFSA also may be downloaded from the U.S. Department of Education's web site (http://www.ed.gov/finaid.html). By completing the FAFSA, students apply for federal financial aid. Students should complete the form, listing all of the postsecondary programs to which they have applied for admission; the FAFSA information then will be forwarded to each of those institutions. Students also should ask their guidance counselors whether any types of state or local financial aid are available.

Students should review the information from each of the postsecondary programs to which they have applied for admission. Some colleges require a financial aid form in addition to the FAFSA—either an institutional financial aid application or the College Scholarship Service PROFILE form. Students should check with each school's financial aid office to ensure that it has received all the documentation needed to process an application for aid. Once students are accepted for admission to a particular program, the financial aid office will process their applications for aid.

Students may want to apply for scholarships to offset the cost of postsecondary education. Sources of information on scholarships may be found at the local library, the high school guidance office, or on the

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World Wide Web. Each year, HEATH publishes *Creating Options: A Resource on Financial Aid for Students with Disabilities*, which explains the process of applying for financial aid, examines the role vocational rehabilitation agencies can play, and lists other potential sources of aid (including scholarships). Single copies of the paper are available free of charge from the HEATH Resource Center. The paper may also be accessed at HEATH's web page (http://www.heath-resource-center.org).

The Northeast Technical Assistance Center (NETAC) at the National Technical Institute for the Deaf (NTID) has published *Countdown to College*, a brochure offering suggestions on applying for scholarships.

Students should meet with a representative from their states' Vocational Rehabilitation (VR) agency. VR is an eligibility program, which means that individuals must apply for services and meet criteria in order to be eligible for assistance. One of VR's goals is to facilitate the provision of education and services for individuals with disabilities in order to maximize their employment potential. In some cases, VR will pay for a portion–if not all–of the costs of postsecondary education for eligible clients.

Some students also may be eligible for assistance through the social security office. Students should contact their local Social Security Administration office to learn more about the student provisions and eligibility requirements of various social security programs.

The most important thing for students to remember is that they should begin the search for financial assistance early. Applications for financial aid should be submitted in January of the senior year in high school, and students should consider applying for as many forms of financial aid as possible. The particular requirements are likely to vary from one application to the next. Students should be systematic in their approach to each application and should allow more time than they think they will need to complete them all. The application process is hard work, but the rewards of an education beyond high school will justify the effort.

IN CONCLUSION

By the time a student who is deaf or hard of hearing is ready for a postsecondary program, her primary communication method and language will likely have been established. However, new and challenging situations and opportunities will arise as she pursues education beyond high school. The student who becomes an effective self-advocate while demonstrating a willingness to reexamine old assumptions about how she best communicates will be rewarded with a successful learning experience. DSS staff should seek to provide individually appropriate access to clear and understandable communication for each student who is deaf or hard of hearing while also remaining sensitive to the possibility that some students may need to change or increase the types of services requested during their postsecondary schooling.

TIPS FOR STUDENTS WHO ARE DEAF, HARD OF HEARING, OR DEAF-BLIND

- You are never too young to start thinking about and preparing for college. By obtaining information and visiting colleges during your sophomore and junior years in high school, you will be able to identify the differences between secondary and postsecondary education, determine some of your own support needs, and decide whether specific colleges have the academic programs and accommodations you need.
- Learn about your personal accommodation needs. During high school, become aware of your learning and communication style and the accommodations you may need to make your college experience successful.
- Orientation is important when you make the transition to postsecondary education. Give yourself a few days to get comfortable with the campus environment.
- Anticipate where you might need special signal devices, such as on the emergency evacuation devices in your dormitory. Locate a TTY or consider an amplified telephone.
- Locate the office for Disability Support Services (DSS) and/or the individual responsible for providing support services for students with disabilities. Provide documentation of your disability and discuss which services you are likely to need. Ask for suggestions about how you can best communicate with faculty.
- Arrange a conference with instructors at the beginning of each term to discuss their teaching methods and expectations. You may want to have an interpreter at these meetings.
  - Discuss what classroom and testing accommodations you will need. For example, if an instructor typically gives instructions orally, you may want to ask to have them in writing.
  - Explain your assistive listening device (ALD) and demonstrate the lapel microphone you may ask the instructor to wear.

  - Ask to be notified in advance if a class is canceled; be sure to provide contact information.
  - Bring with you any certification from the disability coordinator verifying your eligibility for accommodations.
- Locate the academic learning center, language skills center, and/or computer center. Personal or computer-based tutoring to improve your reading, writing, or study skills may be available. Many institutions have computer centers with adapted hardware and software that can prove to be valuable learning tools.
- Try various techniques/methods. If you are hard of hearing and are having difficulty hearing the professor, ask to use an ALD in the classroom. Sit in a chair close to the person speaking. Use a tape recorder to catch words or phrases you might miss. Talk to other students who have hearing loss and see what works for them.
- Consider adaptations to lab equipment if you are in a science or vocational-technical program. Do you need a flashing light to replace the buzzer on a laboratory timer, or should the buzzer be made louder?
- Request sufficient training to make good use of equipment-especially ALDs.
- Agree on what notetaking system will be most convenient and effective. Options include photocopying notes or having a notetaker use no-carbon-required paper, which might need to be ordered through the campus bookstore or from the National Technical Institute for the Deaf (NTID). Some university print shops will print lines on paper bought from computer supply stores; this can enhance the readability of notes for students who are deaf-blind.
- Consider consulting with a specialist if a speech and hearing center, a Department of Communicative Disorders, or an appropriate clinic is nearby.
- Establish a support network. This network may include family members, friends, a vocational rehabilitation (VR) counselor, college instructors, and support service staff (such as tutors, readers, interpreters, guides, and/or notetakers). Know to whom you can turn for assistance with different needs.
- Reciprocate. You may be able to help a student with one aspect of a course in exchange for their assistance with another aspect of the course. Offer to tutor a fellow student in your best subject in return for that student taking notes or serving as a reader for you.
- In general, let those involved in your education know what adaptations will make it possible for you to do your best work. Although you should not ask for things you do not need, you should request those accommodations that will help you do your best work. Be flexible. There is more than one way of doing things, and you will need to work well with others in many new situations.
- Believe in yourself. During the course of your college experience, many people may question your ability to succeed. If you begin to doubt yourself, it will become difficult to stay focused. If others are to believe in your abilities, you must believe in yourself.
- Become a strong advocate for your needs. The assistance and support of others will account for only a small percentage of the effort needed to graduate; the remaining effort must come from you.

How to Work with an Interpreter

- Meet both paid and volunteer interpreters before classes begin. Get to know the individuals, and be clear about what times you will need them and how to contact them in case a class is canceled or you are ill.
- Arrive well before class begins to introduce your interpreter to your instructor (if you have not done so previously).
- Select a seat in each classroom that gives you direct lines of vision to the instructor, the board or screen, and your interpreter. Sit with your back to windows to minimize glare and shadows.
- Let your instructor know if you are having difficulty following the lecture or class discussion. Ask if you need to have something repeated or rephrased. Or, see the instructor after class, with the interpreter present, to clarify what was said.
- Establish the habit of discussing any questions or misunderstandings as they arise with instructors, fellow students, staff, or interpreters.

TIPS FOR INSTRUCTORS

- During the first class of each course, invite students to see you to discuss any needed accommodations or adaptations.
- Give students who are deaf or hard of hearing the benefit of your prior planning:
  - Early in the term, provide a brief course outline.
  - Before each class, list on the chalkboard or overhead any new vocabulary or specialized terminology.

- Offer students a copy of your lecture notes.

- Provide written instructions or announcements, either on paper or on a chalkboard or overhead projector, regarding assignments, test dates, or any changes in schedule or location.
- Prearrange a system to notify students who are deaf or hard of hearing if you have to cancel a class so that the interpreter can be notified of the cancellation as well.
- Arrange for the interpreter to sit or stand at your side so the student can maintain eye contact both with you and with the interpreter.
- Speak directly to the student, not to the interpreter. For example, ask, "Do you have your assigned paper?" rather than "Does he have his paper?"
- Speak clearly and naturally. Do not obscure your mouth with your hands. (Although it is a personal matter, be aware that a mustache reduces clarity for lipreading.)
- Avoid standing in front of windows or other light sources; the glare makes it difficult to read lips and facial expressions.
- Accentuate body language, including facial expressions and gestures, to help communicate your message effectively (to all students). Avoid speaking while facing the chalkboard, walking around the room, distributing materials, or showing information. Allow sufficient time for students to read distributed information, writing displayed on the board, or information on overhead transparencies before discussing it.
- Include the student who is deaf or hard of hearing in class discussions. Indicate who is speaking by gesturing or pointing, and repeat questions or comments to clarify the point the speaker has made. Put a microphone in a central location, or pass a microphone to the class member who is speaking. Another option would be to have multiple microphones available in the classroom.
- Check frequently, in a discreet way, with any student using an ALD to be sure sound is transmitting comfortably. (Be aware that people may be sensitive about how they communicate and may not want extra attention in public.)
- Allow time during question-and-answer periods for the student who uses sign language to raise her hand, be recognized, and ask the question through the interpreter. The interpreter will voice the question to the instructor and the class and then sign the response back to the student. There is lag time between the spoken message and the signed interpretation of that same message. Therefore, allow time for students to get the interpretation and then respond.
- Allow extra time in science labs for students to find things that you are pointing out. They may need to get instructions from the interpreter, locate the materials, and then turn back for the rest of the discussion.
- If the student who is deaf or hard of hearing requests a volunteer notetaker, help him find one. The need to watch you and to concentrate on your delivery prevents rapid notetaking, particularly if an interpreter is also present.
- Consider having films open-captioned. (Open captions are visible without the use of a decoder and become a permanent part of the film or video.) Contact the **Captioned Media Program** for information about agencies that superimpose captions on existing films and videotapes.
- If students who are deaf, hard of hearing, or deaf-blind demonstrate problems with grammar, syntax, or fluency of expression, advise them to seek remedial services such as tutoring, language-development labs, or other resources, just as you would refer a student without a disability with these difficulties to the same resources.
- Be patient with those students who are deaf, hard of hearing, or deaf-blind who seem to require a longer than average period of time to adjust to postsecondary education.

TIPS FOR DSS STAFF AND ADMINISTRATORS

- Determine that the provost, dean, or other appropriate institutional officer ensures that faculty, staff, and students obtain accurate and practical information regarding Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 and the rights and responsibilities specified under these laws.
- Ensure that at the beginning of each semester or quarter, all faculty members receive appropriate information to be shared with their classes regarding the availability of services through the DSS office.
- Identify and publicize the availability of individuals who can respond to questions and concerns.
- Establish an advisory group to make campus-wide recommendations ensuring that curricula, non-academic activities, and social activities are acces-

sible to all students, including those who are deaf, hard of hearing, or deaf-blind.

- Ensure that all academic and administrative service areas that interact with students have staff that possess a range of communication skills and strategies (e.g., sign language, TTY, computer terminal, or other written interaction) to communicate effectively with students who are deaf or hard of hearing. Provide training where such skills are needed.
- Provide appropriate alarm devices for emergency evacuation drills, a decoder for televisions in dormitory lounges or other common rooms, TTYs in appropriate places, and telephones with amplified receivers in dormitories and/or student centers.
- Post on centrally located bulletin boards any information delivered over public address systems, or establish a message relay system. Closed-circuit television with captioned messages is another medium by which to provide access to pertinent information.
- Suggest to theater staff that an advance copy of play scripts be made available. Have performances interpreted.
- Install a group sound enhancement system (loop, FM, or infrared) in theaters and auditoriums.
- Obtain the names of education audiologists for referrals by contacting the American Speech-Language-Hearing Association (ASHA) for information about members of the Educational Audiology Association, the American Academy of Audiology, and the Academy of Rehabilitative Audiology.
- Obtain the names of programs and individuals in your area that are certified and trained to teach ASL. **The National Association of the Deaf (NAD)** is a good resource, and the **American Sign Language Teachers Association (ASLTA)** has state and local chapters.
- Offer sign language classes for students who do not have hearing impairments. Invite students who are deaf to teach, make guest presentations, or serve on discussion panels. This contributes to the assimilation on campus of students who are deaf or hard of hearing, since increasing the number of hearing students who know how to sign increases opportunities for communication, friendship, and shared experiences. Many colleges and universities and vocational programs have sign language clubs. Nearly 1,100 colleges and universities throughout the United States offer sign language courses; at a growing number of these institutions, ASL courses can be taken to satisfy foreign language requirements.
- Encourage students who are deaf or hard of hearing to participate in extracurricular activities, sports, and clubs in order to make a variety of friends and to develop peer support. Assist club advisors, coaches, and campus leaders in being adaptable.
- Foster a positive climate by modeling attitudes of inclusiveness and support for students with disabilities in all aspects of campus life.

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RESOURCES

Books and Articles

American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation (1991). D. Cokely, C. Baker-Shenk. Gallaudet University Press. Washington, DC. $29.95.

To order, contact Gallaudet University Press: (V) 800-621-2736, (TTY) 888-630-9347, (Fax) 800-621-8476, or http://gupress.gallaudet.edu/.

College and Career Programs for Deaf Students (1999). B. Rawlings, M. Karchmer, T. Allen (Gallaudet University), J. DeCaro (NTID), Eds. Gallaudet Research Institute. Washington, DC. $12.95.

To order, contact Gallaudet Research Institute: 202-651-5575 or gri@gallaudet.edu. The publication is available free of charge at http://gri.gallaudet.edu/ccg/.

Communication Options in the Education of Deaf Children (1998). Wendy Lynas. Whurr Publications, Ltd. London, England. £18.95.

To order, contact Turpin, Inc., Blackhorse Road, Letchworth, England SG6 1HN, turpin@rsc.org, or http://www.whurr.co.uk.

Countdown to College (1998). Northeast Technical Assistance Center (NETAC). Rochester, NY.

To order, contact NETAC: (V/TTY) 716-475-6433, (Fax) 716-475-7660, netac@rit.edu, or view at http://netac.rit.edu/publication/finaid.html.

Creating Options: A Resource on Financial Aid for Students with Disabilities (2000). Daniel Gardner, Ed. HEATH Resource Center. Washington, DC. Single print copies are free.

To order, contact HEATH: (V/TTY) 202-939-9320 or 800-544-3284, (Fax) 202-833-5696, HEATH@ace.nche.edu, or view at http://www.heath-resource-center.org.

Directory: Information Resources for Human Communication Disorders (1999). National Institute on Deafness and Other Communication Disorders Information Clearinghouse (NIDCD). Bethesda, MD. Free.

To order, contact NIDCD: (V) 800-241-1044, (TTY) 800-241-1055, (Fax) 301-907-8830, nidcdinfo@nidcd.nih.gov, or view at http://www.nih.gov/nidcd.

A Guide for Students Who Are Deaf-Blind Considering College (1996). J. Enos & B. Jordan. Helen Keller National Center for Deaf-Blind Youth and Adults. Sands Point, NY. Free.

To order, contact Helen Keller National Center for Deaf-Blind Youths and Adults: (V) 516-944-8900, (TTY) 516-944-8637, (Fax) 516-944-7302, hkncdir@aol.com, or order online at http://www.helenkeller.org/national/.

Guide for Students with Hearing Loss (1998). Self Help for Hard of Hearing People, Inc. Bethesda, MD. $1.00.

To order, contact SHHH: SHHH Publications, 7910 Woodmont Avenue, Suite 1200, Bethesda, MD, 20814, (Fax) 301-913-9413 (no phone orders accepted), or order online at http://www.shhh.org/pubscat/shhhpubs.htm.

How the Student with Hearing Loss Can Succeed in College: A Handbook for Students, Families, and Professionals, Second Edition (1996). C. Flexer, D. Wray, R. Leavitt, Eds. Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell). Washington, DC. $28.95.

To order, contact AG Bell: (V/TTY) 202-337-5220 or 800-432-7543, (Fax) 202-337-8314, publications@agbell.org, or request online at http://www.agbell.org/.

How to Choose a College: Guide for the Student with a Disability (1997). American Council on Education. Washington, DC. Free.

To order, contact HEATH Resource Center: (V/TTY) 202-939-9320 or 800-544-3284, (Fax) 202-833-5696, or HEATH@ace.nche.edu.

Leading National Publications for People Who Are Deaf and Hard of Hearing
(This resource list identifies publications with national circulation to people who are deaf or hard of hearing. Annotations describe each publication and provide subscription information.) National Information Center on Deafness (NICD). Gallaudet University. Washington, DC. $1.75 (includes shipping and handling).

To order, send check payable to: National Deaf Education Network and Clearinghouse (formerly NICD), Info to Go, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695, (V) 202-651-5051, (TTY) 202-651-5052, (Fax) 202-651-5054, Clearinghouse.Infotogo@gallaudet.edu, or order online at http://ClercCenter.gallaudet.edu/InfoToGo/.

Missing Words: The Family Handbook on Adult Hearing Loss (1993). K. Thomsett, E. Nickerson. Gallaudet University Press. Washington, DC. $24.95.

To order, send a check payable to: SHHH Publications, 7910 Woodmont Avenue, Suite 1200, Bethesda, MD. 20814, (Fax) 301-913-9413 (no phone orders accepted), or order online at http://www.shhh.org/pubscat/shhhpubs.htm.

National Task Force on Quality of Services for Postsecondary Deaf and Hard of Hearing Students (1999). NETAC. Report Titles: *Assistive Listening Devices, Basic Academic Preparation, Tutoring, Notetaking, Real-Time Speech-to-Text Services, Campus Life, Interpreting, and Faculty/Staff Development.* Free.

To order, contact NETAC: (V/TTY) 716-475-6433, (Fax) 716-475-7660, netac@rit.edu, or view at http://netac.rit.edu/publication/taskforce/.

The Possible Dream: Mainstream Experiences of Hearing-Impaired Students (1990). Mildred L. Oberkotter, Ed. Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell). $5.95.

To order, contact AG Bell: (V/TTY) 202-337-5220 or 800-432-7543, (Fax) 202-337-8314, publications@agbell.org, or request online at http://www.agbell.org/.

Colleges and Universities

Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
Voice: 202-651-5750 or
800-995-5744
TTY: 202-651-5114
Fax: 202-651-0550
http://www2.gallaudet.edu/
publicrel@gallaudet.edu

National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology (RIT)
52 Lomb Memorial Drive
Rochester, NY 14623
Voice/TTY: 716-475-6700
Fax: 716-475-2696
http://www.rit.edu/~418www/new/NTID.html
place4U@rit.edu

Postsecondary Education Programs Network (PEPNet):

Midwest Center for Postsecondary Outreach (MCPO)
St. Paul Technical College
235 Marshall
St. Paul, MN 55102
Voice/TTY: 651-221-1337
Fax: 651-221-1339
http://www.mcpo.org/
pbrill@stp.tec.mn.us

Northeast Technical Assistance Center (NETAC)
National Technical Institute for the Deaf (NTID)
52 Lomb Memorial Drive
Rochester, NY 14623-5604
Voice/TTY: 716-475-6433
Fax: 716-475-7660
http://www.netac.rit.edu/
netac@rit.edu

PEPNet Resource Center
National Center on Deafness
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330-8267
Voice/TTY: 888-684-4695 or
818-677-2611
Fax: 818-677-4899
http://www.pepnet.org/
wrocc@csun.edu

Postsecondary Education Consortium (PEC)
University of Tennessee
2229 Dunford Hall
Knoxville, TN 37996-4020
Voice/TTY: 865-974-8427
Fax: 865-974-3522
http://www.pepnet.org/pec
pec@utk.edu

Western Region Outreach Center & Consortia (WROCC)
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
Voice/TTY: 818-677-2611
Fax: 818-677-4899
http://wrocc.csun.edu/
wrocc@csun.edu

National Organizations

Alexander Graham Bell Association for the Deaf, Inc. (AG Bell)
3417 Volta Place, NW
Washington, DC 20007
Voice/TTY: 202-337-5220 or
800-432-7543
Fax: 202-337-8270
http://www.agbell.org
publications@agbell.org

American Sign Language Teachers Association (ASLTA)
814 Thayer Avenue
Silver Spring, MD 20910
TTY: 301-587-0628
Fax: 301-587-1791
www.aslta.org
NADHQ@juno.com

American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
Voice: 301-897-5700 or
800-638-8255
TTY: 301-897-0157
Fax: 301-571-0457
Fax on Demand: 877-541-5035
http://www.asha.org
actioncenter@asha.org

Association of Late Deafened Adults (ALDA)
1145 Westgate Street
Suite 206
Oak Park, IL 60301
Voice/Fax: 877-348-7537
TTY: 708-358-0135
http://www.alda.org/

Captioned Media Program
National Association of the Deaf
1447 East Main Street
Spartanburg, SC 29307
Voice: 800-237-6213
TTY: 800-237-6819
Fax: 800-538-5636
http://www.cfv.org/
info@cfv.org

Cochlear Implant Association, Incorporated (CIAI)
5335 Wisconsin Avenue, NW
Suite 440
Washington, DC 20015-2003
Voice: 202-895-2781
Fax: 202-895-2782
http://www.cici.org/

HEATH Resource Center (HEATH)
One Dupont Circle, NW
Washington, DC 20036-1193
Voice/TTY: 202-939-9320 or
800-544-3284
Fax: 202-833-5696
http://www.heath-resource-center.org
HEATH@ace.nche.edu

Helen Keller National Center for Deaf-Blind Youth and Adults
111 Middle Neck Road
Sands Point, NY 11050
Voice: 516-944-8900
TTY: 516-944-8637
Fax: 516-944-7302
http://www.helenkeller.org/
hkncdir@aol.com

League for the Hard of Hearing
71 West 23rd Street
New York, NY 10010-4162
Voice: 917-305-7700
TTY: 917-305-7999
Fax: 917-305-7888
http://www.lhh.org/
postmaster@lhh.org

Library Reproduction Service (LRS)
14214 South Figueroa Street
Los Angeles, CA 90061
Voice/TTY: 310-354-2610 or
800-255-5002
Fax: 310-354-2610
http://www.lrs-largeprint.com/
lrsprint@aol.com

National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring, MD 20910-4500
Voice: 301-587-1788
TTY: 301-587-1789
Fax: 301-587-1791
http://nad.policy.net/
nadinfo@nad.org

National Captioning Institute (NCI)
1900 Gallows Road
Suite 3000
Vienna, VA 22182
Voice/TTY: 703-917-7600 or
800-999-0958
Fax: 703-917-9853
http://www.ncicap.org/
mail@ncicap.org

National Cued Speech Association (NCSA)
23970 Hermitage Road
Cleveland, OH 44122-4008
Voice/TTY: 800-459-3529
Fax: 716-586-2452
http://www.cuedspeech.org/
cuedspdisc@aol.com

National Deaf Education Network and Clearinghouse
Info to Go
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
Voice: 202-651-5051
TTY: 202-651-5052
Fax: 202-651-5054
http://ClercCenter.gallaudet.edu/InfoToGo/
Clearinghouse.Infotogo@gallaudet.edu

Recording for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, NJ 08540
Voice/TTY: 609-452-0606 or
800-221-4792
Fax: 609-987-8116
http://www.rfbd.org

Registry of Interpreters for the Deaf, Inc. (RID)
8630 Fenton Street
Suite 324
Silver Spring, MD 20910
Voice/TTY: 301-608-0050
Fax: 301-608-0508
http://www.rid.org
ridmember@aol.com

Self Help for Hard of Hearing People, Inc. (SHHH)
7910 Woodmont Avenue
Suite 1200
Bethesda, MD 20814
Voice: 301-657-2248
TTY: 301-657-2249
Fax: 301-913-9413
http://www.shhh.org/
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